DOCUMENT RESUME

ED 463 021 JC 020 240

TITLE	The Faculty Role in Planning and Budgeting.
INSTITUTION	Academic Senate for California Community Colleges, Sacramento.
PUB DATE	2001-00-00
NOTE	26p.; Paper accepted, principles adopted by the Academic Senate for California Community Colleges, Fall 2001.
AVAILABLE FROM	For full text: http://www.academicsenate.cc.ca.us.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Budgeting; *College Governing Councils; *College Planning; *Community Colleges; Educational Finance; *Governing Boards; *Planning Commissions; Strategic Planning; Two Year Colleges
IDENTIFIERS	*Academic Senate for California Community Colleges

ABSTRACT

This paper presents a set of recommendations from the Academic Senate for California Community Colleges that can be applied by local academic senates as they create and improve their local planning and budget processes. Recommendations include: (1) planning should drive budgeting, never the reverse; (2) planning, in an academic context, should be a bottom-up process in that faculty should determine what is needed to serve students most effectively; (3) budget requests should be evaluated in accordance with explicit, detailed criteria that have been agreed to in advance by the affected constituencies; (4) the bulk of the work of planning and budgeting should be done by small, efficient subcommittees; (5) larger shared governance committees should exist only at the top of the process, and should perform the function of synthesizing the input from the smaller subcommittees; (6) proposed changes to the institutional master plan should be the result of observing trends and problems reflected in the annual plans of departments; (7) final recommendations of the planning and budget committees should be reviewed by the academic senate, as well as by other campus constituencies; and (8) the academic senate should take responsibility for ensuring that collegewide priorities and programs are addressed in the planning and budget process. Appendices include a staffing committee member ranking form, an organizational chart, and an overall composite score form. (KP)

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FALL 2001

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THE FACULTY ROLE IN PLANNING AND BUDGETING

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Paper accepted, principles adopted by the
Academic Senate for California Community Colleges
Fall 2001

THE FACULTY ROLE IN PLANNING AND BUDGETING

Educational Policies Committee 1999-2000

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Lacy Barnes-Mileham, Reedley College
Kate Clark, Irvine Valley College
Elton Hall, Moorpark College
Mary Rider, Grossmont College
Ian Walton, Mission College
Susan Carleo, Los Angeles Valley College, CIO Representative

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ABSTRACT

The purpose of this paper is to articulate a set of recommendations in the form of principles that can be applied by local academic senates as they create and improve their local planning and budget processes. The paper illustrates these principles through the use of a single model, and readers should keep in mind that it is the principles, and not the model employed to illustrate them, that constitutes the heart of the paper, as the principles have the potential to be adapted to almost any campus, whatever its size and culture, whereas the specific model may have more limited utility.[1]

The paper specifies the role of academic senates in the development of planning and budget processes, based upon Title 5, §53200 (c) (10), and the interpretation of Regulation agreed upon by the Academic Senate and the Community College League of California. According to this agreement, academic senates are understood to have authority with respect to the development of planning and budget processes, but not with respect to the specific plans and budgets that are the products of these processes. It is recommended that academic senates review the specific plans and budgets of their colleges and districts, not with an eye to vetoing the products themselves, but rather with a view to initiating a revision of the processes should they not be eventuating in products that promote an education of the highest quality for students.

The guiding principle behind the recommendations in the paper is that, in an academic context, the best planning will be bottom-up in nature. That is, it is assumed that the faculty, functioning through their departments, will be best able to decide what is needed in order best to perform their jobs. It is conceivable that academic senates could give themselves a larger role in the processes themselves than in fact is recommended herein, exercising, for example, oversight functions with reference to department plans and budgets. Instead, it is recommended that academic senates develop processes that recognize the autonomy of discipline faculty in these areas. The principle at work here is that the appropriate role of academic senates, whether at the state or the local level, is to empower faculty, not to control them.

Of all the sorts of planning that go on in colleges and districts, the paper focuses on academic or instructional planning and the budgeting that supports the academic plans. It is suggested that the most basic mode of planning is short-term, annual planning, and that academic master plans become vital documents to the degree that they are regularly updated with reference to the trends and problems that emerge in annual plans. The paper also deals with the issues in planning and budgeting peculiar to multi-college districts, and concludes with brief sections on facilities and technology planning.

As the Academic Senate's first paper on the subject of planning and budgeting, this paper attempts to lay a foundation for good practices in these areas. It is anticipated that future papers will concentrate on models of good practices and on strategies for their implementation. As this work proceeds, no doubt the principles articulated here will be refined and revised and will move ever closer to a state of universal applicability. In the meantime, they should, if treated in a spirit creative adaptation, serve as useful guides to academic senates as they grapple with the complexities of planning and budgeting.

[1] The Academic Senate would like to thank Bill Bradley of Grossmont College for sharing his work on this model and the principles it supports.

INTRODUCTION

If one searches the archives of the Academic Senate, one finds papers on virtually every area of academic and professional concern to faculty, with one major exception—and that is planning and budgeting. This paper is intended as a first step toward filling that void.

The paper was initiated through breakouts in two successive years at Academic Senate plenary sessions, the second of which generated resolution 5.07 F99:

> Therefore be it resolved that the Academic Senate for the California Community Colleges direct the Executive Committee to research best practices in planning and budgeting processes and to develop and present a paper at a future plenary session highlighting these practices with recommendations for local academic senates.

One can only speculate as to the dearth of attention to planning and budgeting in Senate literature. Certainly, there has been no lack of faculty interest—plenary session breakouts have been well attended, as have workshops at the Summer Leadership Institute. Discussions with faculty disclose, as might be expected, that the power of the purse is often jealously guarded, and that those in possession of that power are sometimes loath to share it with their constituencies. Faculty report finding themselves locked out of significant participation in planning and, especially, budgeting, and often find themselves subject to unsatisfactory policies, perhaps naively agreed to by their academic senates in days immediately post-AB1725. Fortunately, there are some very successful models of faculty involvement in these critical areas.

In what follows, the Academic Senate will articulate both the legal and the educational grounds for faculty involvement in planning and budget processes, will advocate the re-opening of policy discussions where inadequate guarantees of participation exist, and will delineate guidelines for the development of sound policies, looking often to successful efforts within the system. Finally, the paper will illustrate how, in a practical sense, those principles might manifest themselves; the generic approach or model herein is only one of many that a college or district might employ, depending upon the culture of the campus. Subsequent papers in this series will attempt to offer and analyze other actual practices of planning and budgeting. What is crucial to remember throughout this paper is that the model and the concrete examples that arise from it are only illustrative: it is the principles behind the model that are the focus of this paper.

THE LEGAL GROUNDS FOR FACULTY INVOLVEMENT

The legal basis for faculty involvement in planning and budget processes is fairly straightforward. The intent language of AB1725 made it clear that the bill was designed to bring the community colleges into full partnership with their four-year postsecondary counterparts, and that a key to this would be the strengthening of academic senates, giving them a major role in college governance. This commitment translated into Education Code as a mandate for academic senate primacy in areas of curriculum and professional standards. To implement this mandate, the Board of Governors specified, in Title 5, §53200, the ten academic and professional areas in which local boards must confer collegially with the academic senate in developing policy. The tenth item on this list is the development of institutional planning and budget processes. Because there was some controversy regarding the authority of academic senates with respect to specific budget expenditures and planning details, the Academic Senate and the Community College League of California (CCLC) included a clarification in their document, *Participating Effectively in District and College Governance*. There, the Senate and the CCLC expressed agreement that the academic senates' authority extended only to the development of planning and budget *processes*, and not to the specifics of the plans and budgets themselves.

> 10. QUESTION: Another one of the eleven areas of academic and professional matters is "processes for institutional planning and budget development." Does this regulation relate to the institutional plans and budgets themselves, or only to the process by which plans and budgets are developed for presentation to the board?

> ANSWER: The regulation relates only to the process. The academic senate is to be consulted collegially in shaping the processes used for developing the plans and budgets to be acted upon by the governing board. The board is not required to either "rely primarily" on the senate's recommendations or reach mutual agreement with the senate on the plans and budgets themselves.

Of course, this distinction would assume greater or lesser significance depending on the role of the academic senate specified in the processes to which the senate and the governing board jointly agreed.

THE EDUCATIONAL GROUNDS FOR FACULTY INVOLVEMENT[2]

The educational basis for faculty authority in planning and budget processes is nowhere made explicit in code or regulation, although it is clearly presupposed by those. It is critical to articulate this foundational assumption, for resistance to the faculty role in these areas will no doubt vary in proportion to the recognition that the mandate found in Title 5 constitutes sound educational policy.

A recent experience on one California community college campus points up the assumption among many administrators that faculty have little to contribute to planning and budget processes, and affords an occasion to discuss why this perspective might be mistaken.

The campus in question was engaged in a radical restructuring of its planning and budget processes. In a memorandum from the administration, department chairs were directed to participate in what was identified as a "pilot" of one aspect of the new structure. The academic senate objected that such a pilot was premature, citing Title 5, §53200(c)(10), which requires consultation with the academic senates on planning and budget processes. In this particular district, collegial consultation on these issues takes the form of reaching mutual agreement. The consensus of the academic senate was that the new procedures were insufficiently developed to be piloted yet, and, as there was thus no mutual agreement, the senate officers requested a delay. Upon receipt of the academic senate's response, a top-level administrator sent the following statement to a senate officer:

> "As far as the senate and 'mutual agreement': The senate has good representation on the Planning and Budget Committee, including co-chairing the group, and I think that they should be the ones to carry the senate's position on the process to the Planning and Budget Committee and express their views through the voting process there...not in a forum [i.e., the senate] where those with less information and background disagree on a matter that affects CSEA, the Classified Senate, the Supervisory/Confidential group, and the Administrators' Association. I see curriculum and program review as clearly an academic senate responsibility, but not being the body who allows or disallows a process to proceed that has a broader impact on a broader body of individuals. It would not be fair for one cohort on campus to have the veto power over the whole institution."

The first part of this statement is interesting because it points up the crucial significance of the "collegial consultation" requirement in Title 5. The second part raises the question of why planning and budget processes are considered academic and professional matters in the first place.

Note first, then, the suggestion that the academic senate position should be expressed through the votes of its members on the Planning and Budget Committee. The administrator is correct that the academic senate has "good representation" on the committee: in addition to the co-chair, there are three other senators. But there are also 22 other non-senate members on the committee, giving the academic senate representatives just 15% of the vote on any issue. On the other hand, there are eleven administrators on the committee—over 40% of the vote!

The need for collegial consultation is clear. If the academic senate voice on academic and professional issues were restricted to its votes on the committee, the faculty's expertise could be systematically ig-

[2] This section of the paper was originally published as an article, "Planning and Budget: The Wisdom of Title 5," in the *Senate Rostrum*, October, 1999.

nored in favor of the opinions of those farther from the classroom.

Another interesting assumption in this first part of the administrator's response is that the committee's members will be better informed than the academic senate on the matters it treats. The wisdom of Title 5 lies in its recognition that this is not the case when those matters are academic and professional in nature. Of course, the administrator is correct if all that is meant is that the committee members will have been privy to the full discussion surrounding any issue. This simply highlights the importance of the responsibility of academic senate representatives on the committee to report fully and accurately to the senate body, in order that the academic senate might make fully informed decisions.

The second part of the administrator's statement challenges the conclusion of the Board of Governors that planning and budget processes are indeed academic and professional matters. Is this correct? Should the nature of these processes be determined by the majority vote of campus "cohorts" or interest groups, whatever their proportional representation on the committee? Don't the classified staff know best what sorts of processes will best enable them to do their jobs, and similarly for the other "cohorts" named? At the very least, shouldn't budget and planning processes be the product of mutual agreement among *all* campus groups?

In response to the last question, it should be noted that academic senate endorsement of a process is not a guarantee that the process will be instituted; it is rather that the *absence* of academic senate endorsement guarantees, in most cases, that the new process will *not* go forward.[3] One would certainly expect that all affected campus constituencies would have input into the development of new planning and budget processes and that their views would be given reasonable consideration, as is indeed mandated by Title 5.[4] In fact, if changes were proposed to planning and budget processes which affected staff and students—as they almost certainly would—and were brought to the governing board for approval without input from those constituencies, the affected groups would be fully within their rights to demand that no action be taken by the board until that omission was rectified.

Why, though, should the academic senate have "veto power" over proposed "processes for institutional planning and budget development?"—which is to ask, again, why these should be considered academic and professional matters. The answer, of course, lies in the kind of institution for which the planning and budgeting are being done. Community colleges are academic institutions, whose "primary mission...is the provision of rigorous, high quality degree and certificate curricula in lower division arts and sciences and in vocational and occupational fields."[5] In declaring planning processes to be subject to collegial consultation, the Board of Governors clearly intended to ensure that institutional planning would always remain focused on the goal of providing quality instruction to students. Similarly with respect to budget processes: these, too, need to affirm a "students first" approach to allocations and expenditures. Title 5 recognizes that the faculty, as the "cohort" most directly responsible for the delivery of quality instruction, is therefore also the group which, through its academic senates, has the responsibility of assuring that planning and budget processes have a consistently academic focus.

The challenges for faculty here are considerable. How does a local academic senate design processes that guarantee a focus on high quality instruction? How do academic senates that have been locked out of the development of planning and budget processes on their campuses assert their prerogatives under Title 5? And how does the local academic senate ensure an on-going role for itself, with clear report-

[3] Title 5, §53203(d)(2) says that when mutual agreement is not achieved, "existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship."

[4] Section 51023(5)(a) gives staff the right to "participate effectively" in such decisions and 51023.5.a.6 says that their views shall be given "reasonable consideration." Sections 51023(7)(a) and 51023(7)(a)(3) assert the same prerogatives on the part of students.

[5] This is the original AB 1725 language, intended as an amendment to the California Education Code, §66701(b)(1). In the 1999 Education Code, the quality of teaching and programs in postsecondary institutions is the subject of §66010(2)(b), and the substance of community college programs is treated in §66010(4)(a).

ing responsibilities of its members to avoid planning and/or budget committees that move ahead unchecked and thus perhaps unresponsive to all but their own parochial interests? These are questions that will be addressed in what follows. What is clear to this point is that a vital faculty presence is necessary as a check against forgetting what it is we do.

THE RELATION OF PLANNING TO BUDGETING

The first principle of all planning and budget processes is that planning should drive budgeting, and not vice versa. As obvious as this stricture may seem, its implications are profound. It means, for example, that processes must be carefully constructed so as to elicit bold and honest statements of real needs, even when those needs may appear, from a budgetary standpoint, to be "unrealistic." If, in the planning phases, people limit their aspirations to what is fiscally possible in the short term, they are allowing the budget to drive planning, and—since the budget is almost guaranteed to be mediocre—they are settling for mediocre goals. Planning must always be for the first-rate, even in the face of a second- or third-rate fiscal allocation. A college should always be in the position, for example, to tell a legislator exactly what it could accomplish were its allocation to be increased to a more nearly adequate level.

Although planning has primacy, it cannot be divorced from budgeting. For even when the implementation of a plan does not involve the outlay of funds, it will nevertheless involve a consumption of resources, and the allocation of resources is budgeting in its broadest sense. For example, as part of a faculty development plan, faculty might decide to institute a book club, which meets at regular intervals to discuss agreed-upon texts. Although implementing this plan may not require any funding by the college, college resources will be consumed in the form of a meeting room, electricity, etc.

The college discussed in the example of the last section performed both the planning and the budget functions in one committee, the Planning and Budget Committee. Other colleges have two separate committees for planning and for budgeting. In such cases, it is critical to recognize both the intimate relationship of the two functions, as well as the primacy of planning, and to ensure that the budget committee's work is that of meeting the fiscal demands of a prior plan, and not the reverse.

THE UR-PLAN[6]

Colleges are required by law to do a great deal of planning. The Education Code calls for a comprehensive plan, a matriculation plan, a district capital construction five-year plan, and a human development resources plan. Title 5 requires an academic master plan and long-range facilities master plan, a faculty and staff diversity plan, a matriculation plan, a student equity plan, and a transfer center plan. Additionally, the legislative budget language for categorical funds will often include the requirement of a plan as a condition for receiving the funds, as was the case with TTIP funding and its requirement for a technology plan.

For the purposes of this paper the emphasis will be on academic plans. Academic master plans in particular are often created in a flurry of activity and then put on shelves to gather dust. The Academic Senate believes that master plans should be vital, living documents, and that planning should be an ongoing activity. Initially, therefore, the focus here will be on short-term, annual, planning, with the connection to master planning being drawn only later. The *Ur*-Plan is the annual plan.

The guiding principle in all that follows is that, in an academic context, the best planning will be bottom-up in nature. In other words, it is assumed that the people on the front lines, the faculty, functioning through their departments (and for that matter the staff), will be best able to decide what is needed in order best to perform their jobs. Therefore the planning that precedes the annual budget making process should begin with the submission of annual plans from individual departments. In these

[6] The German prefix, "ur-," has no precise equivalent in English, but means, roughly, "primal or primordial," and hence also "absolutely basic, fundamental."

plans, departments need to specify their goals, objectives, and action plans for the next year, noting whenever budgetary augmentations will be necessary to implement the plans. If a department finds itself requesting an augmentation for the same item year after year, then it is clear that the department's base budget should be augmented by an amount sufficient to cover such a recurring expense. Requests for augmentations should be just that: monies needed in excess of what the department normally requires to do its work.

Any revision of a college's planning and budget processes, then, should begin with a review of departments' base budgets and a look at the recent history of annual augmentation requests. Adjustments should then be made in order that all departments begin their participation in the new processes on an equal footing, that is, with base budgets sufficient to cover all usual expenses. Department base budgets should then be subject to annual growth and COLA increases, and a full review of base budgets, in the light of a history of expenditures since the last review, enrollment trends, and so forth should be carried out with relative frequency, which is to say on the order of every three to five years.

The Academic Senate does not recommend zero basing of department budgets.[7] The annual justification, in advance, of all usual expenditures is extraordinarily labor-intensive (this is particularly the case with supply budgets) and, in the context of fair and equitable planning and budget procedures, there will be little, if any, motivation or opportunity to misrepresent a department's fiscal needs. In short, if there is a felt need for zero basing, this is probably a symptom of faulty planning and budget processes, and it would be better to turn campus energies into the creative improvement of those processes than into the drudgery associated with zero basing.

[7] Zero basing is the practice of reducing allocations to zero at the beginning of each fiscal period, and requiring that budget allocations be based on a detailed projection and justification of expenditures. In other words, each department must build its budget for the coming year from a starting point of $0, thus making every dollar in its budget essentially an augmentation request. The alternative is for departments to begin with a base budget allocation that covers all usual expenditures, and then to petition for augmentations to cover projected expenditures beyond the base.

THE DEPARTMENT PLAN

Reference has already been made to department plans employing the jargon of what is often called 'strategic planning,' that is, in terms of *goals*, *objectives*, and *action plans*. For those unfamiliar with this jargon, a brief explanation is in order. A statement of a *goal* is the most general statement of what is to be accomplished; basically, it stakes out a broad area of concern. *Objectives* state the specific things to be accomplished within each general area of concern. *Action plans* state exactly how those objectives are to be accomplished.

Most colleges and districts today have formulated vision and mission statements. In the interest of creating sound planning procedures, it would be worthwhile to tease out of these statements—or to create from scratch—a list of "institutional core values," which could then serve as the *goals* for all planning. Such a list might look like the following, which was in fact extracted from one college's annual strategic plan:

1. Maintain educational excellence;
2. Sustain a high quality and diverse staff;
3. Provide high quality instructional programs and appropriate technologies, support services and staff to achieve educational goals;
4. Promote climate that enhances diversity, collaboration, effectiveness, and student success;
5. Remain a visible, engaged, and responsible leader within the wider community;
6. Identify and meet internal standards of accountability;
7. Enhance staff understanding of and involvement in the budgeting process;
8. Provide and maintain an environment that is safe, functional, attractive, accessible, and ecologically sound.

This list is easy to criticize, both for its omissions (there is nothing, for example, about student equity) and for, perhaps, including too much in single

goals (numbers 3, 4 and 8, for instance, could each be broken down into several separate goals). Nor was this list designed specifically to guide future long-range planning endeavors. The point, however, is that such a list could be developed to serve as the "general areas of concern" to guide all planning efforts. In the development of such a list of core values/institutional goals, it would be critical to achieve input and, ultimately, consensus on the list from all campus constituencies. With an agreed upon set of institutional core values as universal goals, department plans can focus on objectives and action plans, stating which institutional goals are advanced by each departmental objective.

To illustrate, suppose the Mathematics department includes in its plan a proposal to send its full-time members to a conference on diversity, involving a budget augmentation of $15,000. The department states that its *objective* is "to increase awareness of diversity," and that this advances "core values" numbers 2 and 4 on the list above. The department states that the **anticipated outcome** of fulfilling this objective will be that "Instructors will be more sensitive to student needs, and will function more effectively on hiring committees." The department proposes two *activities* (*action plans*) to fulfill the objective. In its budget augmentation request, the department might describe the first of these action plans on a standard three-part form as follows:

> **Description of proposed activity and how activity meets institutional core values:**
> We want to send all 15 full-time members of the department to a Diversity Conference in Orlando, Florida in November. The cost per person is $1,000, which we consider extremely reasonable for a three-day conference, including airfare, room and meals, and conference registration. Our department has long been willing to respond to the demand for increased awareness of diversity, but has not known how to go about this. This conference seems to us an excellent place to start, and will be combined with a follow-up activity in the spring (see Activity #2). We have researched this conference, evaluating its potential against a set of standards reflecting our departmental needs in this area, and are persuaded that this activity has the greatest potential to meet our requirements. (A list of conferences evaluated, the standards used, and the department's final rankings is attached.) We are certain that an intensive focus on diversity will contribute to Core Value 4, "Promote a climate that enhances diversity, collaboration, effectiveness, and student success," as our faculty will have an increased awareness of both student needs and their potential contributions. We are also sure that our faculty will become more effective on hiring committees, and will contribute to the value of sustaining "a high quality, diverse staff" (Core Value 2).
>
> **Please itemize the steps that will be taken within the department or program to accomplish this activity:**
> 1) Register for Diversity Conference; 2) Attend conference; 3) Each department member, upon returning from conference, will write a report giving her/his impressions of the highlights/lessons of the conference experience; 4) A workshop will be held on campus within three weeks of the conference, in which department members share their impressions and prepare to draft an individual action plan for how they intend to translate the lessons of the conference into their own classrooms and committees; 5) A retreat will be held off campus in the spring, at which department members will discuss the successes and failures of their action plans, and differences these have made in their interactions with students and in their committee work, especially on hiring committees. (This last step is proposed department Activity #2.)
>
> **Please state the anticipated outcomes of the successful completion of this activity:**
> We believe that this series of activities will get our department "up to speed" on diversity issues and awareness within the space of two semesters, and might well turn out to be a model for other departments. We anticipate that relationships with students will be improved, leading to increased retention and student success. We also think that this program will take us closer to translating our institutional commitment to affirmative action in hiring from an abstract principle to a concrete reality.

Implicit in this illustration is that the department is not only demonstrating that the proposed activity advances institutional core values, but that it is also addressing, in its descriptions and supporting documentation, clear and explicit criteria by which its proposal will be assessed.

BUDGET TAXONOMY AND RELATED CRITERIA

When action plans have a price tag—that is, when, as in our example, they involve requests for budget augmentations—they will fall into one or more categories of budget requests. Budget committees might be organized into subcommittees which evaluate each type of request. For instance, there might be a subcommittee in each of the areas of staffing, facilities, equipment, computers, staff development, and reassigned time/special projects. The action plan in the example would no doubt fall under the heading of "staff development." Other activities might fall under multiple headings. For instance, a proposal to add a new computer lab would involve facilities, equipment, and possibly staffing, in addition to computers.

Perhaps the most critical feature of the sort of bottom-up planning and budget process being described here is that each request for resources will be evaluated according to explicit criteria to which all participants in the process have agreed in advance, after a formal process of discussion and review. If the staffing subcommittee creates its own evaluation criteria in isolation, those requesting new staff positions may well feel that their requests are being judged by irrelevant, or worse, unfair, standards. If there is to be buy-in to the planning and budget process, there must be buy-in to the criteria by which budget requests are evaluated. There is no way around this. Criteria must be clear and relevant, and as detailed and specific as possible. If a request is to be assessed against a set of criteria, and is to be given a score of 1 to 4, say, on each criterion, then for each criterion there should be a breakdown stating the standards for a score of 4, a score of 3, etc. on that criterion.[8] There may need to be different sets of criteria within a single category for requests originating in different divisions of the college. There may, for example be different standards for staffing requests, depending on whether these are for staff in instructional services, student services, or business services. However complex it may be to set up such a system in the first place, the payoff will be enormous, not only in buy-in to the process, but in ease of performing the evaluations. Given clear and thoroughly articulated criteria, and requests written to those criteria, it ought not be necessary to restrict evaluators to those with expertise in the particular area; application of clear standards should be as straightforward as placing round pegs in round holes.

GUIDELINES FOR DEPARTMENT PLANNING

In establishing their objectives and action plans for the coming year, departments should strive to focus on the four or five items where there is the most urgent need and which would make the greatest contribution to student success. As mentioned earlier, cost should not be an object. If what is needed most is a dedicated computer lab, then that should be ranked as the department's top priority. A good planning and budget system should be structured to accommodate "big ticket" items through progressive phase-ins or funding set-asides that enable the full funding of projects within a reasonable time frame. Several departments may wish to go in together on a project, an eventuality that should be anticipated in the formulation of evaluation criteria. One assumes that the larger the number of departments making the request, the larger the number of students positively affected, and hence the greater the likelihood of the project being funded.

The evaluation procedure should give considerable weight to the department's priorities, such that each department's top priority, should it require a budget augmentation, has a strong chance of being funded. This will mean that departments must rank the activities specified in their action plans, and there can be no ties; that is, no two activities can have the same ranking. Otherwise, the notion of weighting according to priority is rendered meaningless.

Most departments probably have long-range plans that have been incorporated into their institutional master plan. If not, departments should map out their own long-range plans, as a guide to what they hope to achieve over the periods of the next, say,

[8] A sample scoring sheet is displayed in Appendix A.

three to fifteen years. Such departmental "master plans" should not be straight jackets; they should be flexible in the face of change and advances in knowledge, such as changes in student demographics, additions of new members to the department, or research into effective instructional modalities. On the other hand, if a department's annual plan departs in some significant way from its long-range objectives, there should be a clear rationale for the departure and a correlative revision to the long-range plan. It is in this way, through critical reflection on changing conditions and their relation to long-range objectives, that master plans—both departmental and institutional—become vital documents and intelligent guides to the future.

Note, finally, that annual department plans need to be written down whether or not they involve requests for budget augmentations, and a detailed assessment of the department's success in achieving last year's objectives should constitute the preface to each new annual plan. Only thus will planning become a means of taking conscious control of the process of serving students, and will enable the emergence and elaboration of best practices.

Quality Control and Synthesis: The Next Steps

Once drafted, the department plans need to be submitted to the area manager, often a division dean. The manager's role is twofold: quality control and synthesis. The manager checks the department's objectives and action plans to see that they accord with institutional core values, with the department's own long-range plan, with any mandates from the department's most recent program review or state or federal agencies, and with the department's assessment of its successes and failures with respect to achieving the prior year's objectives. The manager should function as the department's advocate, working with the faculty to develop the strongest possible plan, with the highest potential for successful outcomes, and with the strongest potential for the funding of department priorities.

The manager should also review department plans with a view to the possible synthesis of common elements in the plans of different departments. For example, the dean of mathematics and sciences might notice that three other departments in her area besides Mathematics are proposing activities centering on diversity awareness. She might then bring those departments together and propose the submission of a joint proposal that would satisfy the objectives of all the departments while being more cost effective than pursuing them separately.

If quality control and synthesis are valued at the division level, they will also be valuable at the next higher level as well, which would be at the level of campus-wide instructional services. This suggests that each broad division of the college—instructional services, business services, and student services—should have a master planning committee to review department plans coming from within that service area. The functions of the Instructional Services Master Planning Committee, for example, would be:

- To check department plans for consistency with institutional core values;
- To look for additional opportunities for synthesis beyond those observed at the divisional level;
- To make note of emerging trends and problems in the departmental plans, and incorporate these in a revision of the instructional services portion of the institutional master plan; and
- To route all requests for budget augmentations to the appropriate budget subcommittees for evaluation and/or comment.

Such master planning committees from each college service area need not be large. The Instructional Services Master Planning Committee, for example, might consist of the vice president of instruction, an instructional dean, and two or three faculty members appointed by the academic senate. In organizing the work of institutional planning and budgeting, care should be taken to spawn a minimum of "Noah's Ark" committees, that is, committees composed of two representatives from every constituency in the campus universe. Such committees are often referred to as "shared gover-

nance committees," and their unnecessary proliferation gives substance to the often-heard complaint that shared governance is slow and unwieldy. The principles for organizing the workload of planning and budgeting should be:

- Place the "shared governance" (or "Noah's Ark") committee(s) only at the top of the process;
- Assign the shared governance committee(s) the role of synthesizing the final reports and recommendations coming from subcommittees;
- Keep all subcommittees small, with only enough members to efficiently perform their limited, predefined functions; and
- Distribute the workload among all committees and subcommittees such that each group has a manageable share of the total work to be done. Volunteering to serve on a campus committee should never require that one acquire a second lifetime to accomplish one's tasks.

At this point, it would be well to pause and note that the model planning and budgeting structure that is emerging here assumes, in its details, the organizational structure common to a large or medium-sized college, and might not reflect the actual structures of these or, especially, of smaller colleges. **The point that needs to be made, then, is that it is not the model itself, but the principles behind the model that are important here.** A full statement of these principles will necessarily be reserved for later. The principles articulated to this point are these:

- Planning should drive budgeting, never the reverse;
- Planning should always be for the first-rate, even in the face of second- or third-rate budget allocations;
- Planning, coupled with a critical assessment of successes and failures, is a means of taking conscious control of the process of serving students, and enables the emergence and elaboration of best practices;
- Planning, in an academic context, should be a bottom-up process, that trusts to the expertise of faculty to determine what is needed to serve students most effectively;
- Budget requests should be evaluated in accordance with explicit, detailed criteria that have been agreed to in advance by the affected constituencies;
- Among the criteria for evaluating requests, the requesting department's priority ranking of the activity for which the request is being made should be given special, positive, consideration;
- The evaluation of budget requests must be perceived as fair and impartial in order to encourage the expression of real needs in the planning process;
- The bulk of the work of planning and budgeting should be done by small, efficient subcommittees. One or two larger "shared governance committees" (either a single planning and budget committee, or two committees, one for planning and one for budgeting) should exist only at the top of the process, and should perform the function of synthesizing the input from the smaller subcommittees; and
- The workload of planning and budgeting should be distributed among all committees and subcommittees such that each group has a manageable share of the total work to be done.

The Academic Senate believes that all of these principles are applicable to the processes of college planning and budgeting and can be adapted to and incorporated into the structures of any college, whatever its size or existing organizational structure.

EVALUATION AND RANKING OF BUDGET REQUESTS

Once departmental annual plans have been formulated, reviewed, and strengthened, those activities (action plans) requiring budget augmentations are routed to the subcommittees charged with evaluating requests in those budget categories. As mentioned earlier, these subcommittees need not be large, nor need they be staffed exclusively with people

with special expertise. The prior development of explicit, detailed criteria should render the evaluation of requests relatively straightforward. On one medium-to-large campus, for example, the Facilities subcommittee was a "Noah's Ark" committee composed of fourteen representatives. The academic senate recommended, after the development of clear criteria for assessing facilities requests, that the membership be reduced to seven: one student, two faculty, two administrators, and two classified, with each constituency appointing those it felt best qualified through its representative organization—in the case of faculty, the academic senate. A smaller college would no doubt want to reduce that number still further.

Similarly, at the same institution, the staffing subcommittee was also composed of fourteen representatives. Staffing decisions were highly politicized and routinely contentious. Following the development of explicit, detailed standards, however, the academic senate recommended that the subcommittee be pared down to six members: the vice presidents of instruction and student services, two faculty appointed by the academic senate, and two noncertificated personnel appointed by the classified senate.

Other colleges will choose to approach the evaluation of budget requests differently. One college's academic senate, for instance, feels that only faculty should be involved in assessing and ranking the requests for faculty hires, and brings all such requests to the entire academic senate. After the written requests are reviewed, department representatives come before the academic senate and make a presentation, and respond to questions from the senators. The requests are then ranked by the academic senate and forwarded to the budget committee. For the culture of this campus, faculty feel that this system works extremely well, with a minimum of political maneuvering and contention. Regardless of the specifics adopted by an academic senate, at the heart of the process is a set of clearly articulated criteria to which the faculty have subscribed in advance.

Action plans will often involve budget requests that fall into more than one category. A request for a new faculty hire, for example, will not only involve the staffing committee, but also facilities (If the hire is made, will there be office space available?), the equipment committee (Will there be furniture for the office?), and the computing committee (Will a computer be available for the new hire?). In such cases, the Instructional Services Master Planning Committee might route the request to the staffing committee for evaluation, and to the other committees simply for comment on the relevant questions. In other cases, such as the request for a dedicated computer lab, the Instructional Services Master Planning Committee might route the request to the computing, facilities, and equipment committees for evaluation by each. In such cases, it will be necessary to have a system for arriving at a composite score reflecting the evaluations of the three committees. In all cases, it will be necessary to factor into the final score for the proposal the department's priority ranking of the request.

THE COLLEGE PLANNING AND BUDGET COMMITTEE(S)

Once budget requests have been evaluated and ranked, they should be forwarded to the college budget committee.[9] Because there may be several subcommittees involved in the evaluation of a project, and because in all cases it will be necessary to factor into the final score for the proposal the department's priority ranking of the request, there is probably the need for the evaluations to go back through an intermediary—such as the Instructional Services Master Planning Committee—for the calculation of composite scores, as well as for recommending the consolidation of some proposals, before the ranked requests are forwarded for final consideration.[10]

Recall also that the Instructional Services Master Planning Committee is charged with composing a report on planning in the instructional services area, focusing on emerging trends and problem areas evi-

[9] As the illustrative model is somewhat complex, a flowchart of the entire process is displayed in Appendix B.

[10] A sample Instructional Master Planning Committee score sheet is displayed in Appendix C.

dent in the departments' annual plans, and making recommendations for changes to the instructional services component of the institutional master plan. The college planning committee, for its part, will be receiving such reports from each major division of the college, say, instructional services, student services, and business services. The planning committee will then synthesize these into an institutional planning report, making recommendations for changes to the institutional master plan where appropriate. It is critical that campus constituencies review these recommendations. It may be assumed that proposed objectives and action plans will positively advance the institution's goals. However, there may certainly be sins of omission in the form of goals left to languish, with no proposed activities designed to advance them. For the faculty, the academic senate must review and critique the recommendations of the planning committee to ensure that there are no gaps in the college's progress toward serving students with an education of the highest possible quality. Note that the point of the critique is not to correct or alter the current year's planning recommendations. This would be contrary to the Academic Senate and CCLC's interpretation of the academic senate's authority as extending only to planning processes and not to the plans themselves. **Any critique of planning recommendations, therefore, is done with an eye toward a possible need to revise the planning process itself so as to produce more satisfactory results in the future.**

The synthesizing function of the budget committee will take various forms depending on policies that have been established for the allocation of funds. (It should be kept in mind that the discussion at hand is focused on budget augmentations. There has been a brief discussion of base budgets for departments, and this will be supplemented shortly by a more general attention to base budgets for the college as a whole.) It is theoretically possible—and even plausible—to take all of the proposed activities and meld them into a single ranked list, with their places in the ranking determined by their composite scores (the composite of scores assigned by each committee evaluating the proposal combined with the score determined by the department's own priority for the proposal). Whatever the theoretical plausibility of such a strategy, it is unlikely to find many advocates, as it will strike most as too much like mixing apples and alligators. The presence on a ranked list of a request for a new faculty hire immediately above or below a request for new furniture is simply counterintuitive. It is, however, the simplest model, and any alternative may be seen as a departure from this one. On this most simple model, all proposals would be arrayed on a single ranked list, and each proposal would be funded, beginning at the top and continuing until all available augmentation funds were committed.

Looking toward a more likely scenario, perhaps the college allocates its general funds in a 60:30:10 ratio, 60% to instructional services, 30% to student services, and 10% to business services. This policy might then carry over into the distribution of augmentation funds, with the result that the three streams of requests coming to the budget committee from the three service areas would be kept separate. Further, it is likely that there will be a desire to keep the different categories of requests separate from one another—staffing, from computers, from facilities, etc. There will therefore need to be some principle for determining, for example, of instructional services' 60% of the augmentation funds, how much goes to staffing, how much to facilities, and so on. A very simple principle would be to allocate to each category the percentage of the requests in that category relative to the total of all requests. For example, suppose that the total of all requests in instructional services was $1,000,000. Suppose further that the total requests for staffing in instructional services was $300,000. This would result in an allocation of 30% of available augmentation funds in instructional services to requests for staffing. If the available augmentation funds for instructional services were $500,000, then $150,000 would be allocated for staffing—the equivalent of approximately three full-time faculty positions. This simple model would—and should—be complicated by considerations, especially in the area of staffing, of the requirements to meet maintenance of effort standards, 5-year plans for reaching the 75:25 ratio of full- to part-time faculty, accreditation recommendations, and so on.

The Academic Senate is not advocating any particular allocation model. What is essential is that the model to be employed be specified in the written

statement of budget processes negotiated between the governing board and the academic senate. It is also important that a measure of flexibility be incorporated into the model so that the college can respond to changing circumstances and needs. Variations on or modifications of the adopted model, when introduced, must be the product of collegial consultation between the academic senate and the board.

With reference to base budgets, all that has been said regarding models for allocating augmentation funds applies equally here. It is important that the model used for distributing general funds throughout the college be specified in the written budget policy. There should be explicit standards for establishing the base budgets of departments, and periodic reviews of base budgets employing those standards.

It was suggested earlier that if an academic department finds itself requesting an augmentation for the same item or activity year after year, then it is clear that the department's base budget should be augmented by an amount sufficient to cover such a recurring expense. We are now in a position to introduce appropriate qualifications to that observation. If the proposed activity were an annual retreat for "bonding at the beach," it is clear that (1) the criteria for evaluating such 'staff development' activities should preclude this one from being funded; and (2) that the standards for establishing base budgets should similarly prevent the inclusion of this item in the department's normal "costs of doing business." If, on the other hand, the proposed activity were state-mandated attendance at an annual training seminar, it should meet both sets of standards.

As with the recommendations of the planning committee, so, too, there should be review by campus constituencies of the budget committee's recommendations. Again, the academic senate will want to review and critique the recommendations of the budget committee to ensure that money is being directed toward serving students with an education of the highest possible quality. If this is not the case, the academic senate may conclude that a revision of planning and budget processes is in order, and will approach the governing board with a proposal to commence a review of this area. **As was noted earlier with reference to planning, any critique of current budget recommendations by the academic senate is performed with an eye toward revising the budget process, and not with the intent of reversing the current recommendations.**

Finally, the final recommendations on planning and budgeting will be forwarded to the president, ultimately to be carried to the board. Written policy should call for the president to bring back to the planning or budget committee for further discussion any recommendations the president does not intend to pursue.

Written policy should also state that either the governing board or the academic senate can initiate a review and revision of existing planning and budget processes. As there is nothing in law or regulation requiring governing boards to re-open consultation on matters to which academic senates have already assented, it is imperative that this right be established in local policy. For academic senates that wish to re-engage in consultation but are being rebuffed by their boards, the keys will be the careful documentation and public airing of the inadequacies of existing policy, coupled with brute persistence. In extreme cases, academic senates may have to present their documentation to an accrediting team in order to elicit an accreditation recommendation that will bring pressure on the board.

MULTI-COLLEGE DISTRICTS

From a faculty perspective, the ultimate desideratum with respect to budgeting in a multi-college district is the achievement of an equitable allocation formula. The aims of such a formula will be:

- that no college receives significantly more or less in funding per FTES than any other unless there are sound and evident reasons for the disparity (such as the existence of inherently high-cost programs at one college and not at another); and
- that funding of the district office is fair and reasonable, reflecting the costs of the services provided to the colleges by the district, and no more.

If any college within a district is receiving a disproportionate amount of the revenues, the reasons for that need to be examined, and the formula adjusted to remove the disparity in a reasonable period of time. Small colleges, for example, will generally receive an extra funding "bump" to compensate for the fact that their enrollments are insufficient to cover costs. In Title 5 §58704(e), on program based funding standards, an enrollment of 5,000 FTES is recognized as the point at which the "small college factor" ceases to apply. Within a multi-college district, then, colleges with lower enrollments could be placed on a schedule, based on enrollment growth predictions, with the small college factor progressively reduced to zero over a determinate number of years.

One of the more demoralizing, and perhaps pernicious, features of funding in multi-college districts is the custom of funding the district "off the top," that is, funding in their entirety all of the district's anticipated costs, and leaving the colleges to deal with any shortfall, which is often accomplished by cutting back on class offerings. In structuring district budget processes, academic senates should advocate for a "students first" approach, or one which first "funds the class schedule." In such a process, funds are allocated first to the colleges, and the district then charges the colleges back for its services in order to cover its costs. If one looks only at an allocation spreadsheet, there would seem to be little difference between the "off the top" and the "students first" approaches. The "off the top" spreadsheet will show the district office's portion subtracted from the total district revenues, followed by the balance distributed to the colleges, generally in proportion to their enrollments. The "students first" spreadsheet will show the total district revenues disbursed to the colleges in proportion to their enrollments, followed by a subtraction from each college's allocation for its share of the district office's allocation. The amounts finally allocated to the district office and to the colleges will be the same in both cases. What then is the difference?

The difference is at least psychological, but should be more than that. The "students first" model indicates an acceptance within the district of the view that the district exists to serve the colleges in their primary function, and not vice versa. It implies—and it would be ideal to make this explicit in written policy—that, when revenues are less than anticipated, budget cutting will occur first at the district office, and only as a last resort in the class schedules of the colleges.

Moreover, once the district is viewed in appropriate perspective as providing services to the colleges, it becomes clear that the colleges should subject those services to regular review, assessing their adequacy and cost effectiveness. Districts will frequently justify the centralization of services on the ground that they provide an "economy of scale." When examined closely, however, potential "economies of scale" are often lost in burgeoning bureaucracies or in unacceptable inefficiency. If, for example, a centralized human resources office is constantly misplacing applicants' files and has a response time measured in weeks, it might in fact be far more cost effective to locate a human resources office on each campus. In any event, academic senates in multi-college districts should make regular review and evaluation of district services a feature of planning and budget policy.

District-level planning committees may serve a variety of districtwide planning functions, including the review of individual college master plans, with an eye to effecting an occasional cost-saving synthesis. The Academic Senate recommends that great care be taken to ensure that projects initiated by district planning committees truly serve, and are desired by, all of the colleges in the district, and that they not simply siphon off much-needed funds from the individual colleges into something which none of them, left to their own devices, would have chosen for themselves. District planning committees may legitimately deal with districtwide needs, such as technology infrastructure, and with plans to expand to new centers or campuses. Again, however, processes should be instituted by local academic senates that are "bottom-up" in nature, ensuring that district-level plans reflect the needs and desires of the individual colleges. With reference to district master plans, they should be multi-chaptered, with each chapter consisting of the master plan of one of the district colleges, plus a chapter or chapters reflecting the products of the district planning committee.

FACILITIES AND TECHNOLOGY PLANS

The bottom-up approach to planning and budgeting advanced here has obvious implications for facilities and technology planning. Processes for facilities planning must ensure that plans reflect the real needs of faculty. To this end, facilities planning should involve extensive interviews with departments, and review and sign-off on the plan by the academic senate. Notice that this recommendation is a departure from that made with reference to instructional plans, where it was proposed that academic senates review the plans only with an eye to the need for future revision of the process. Facilities plans are a different matter; they usually involve large one-time outlays of capital, and their products are literally "cast in stone" and are hence irreversible. It is reasonable to require, then, that academic senates sign off on the plan itself, certifying that the proposed plan is a logical product of the specified processes.

Technology planning often ends, unfortunately, with those with technical expertise imposing restrictions on hardware platforms and software available to faculty. The Academic Senate recommends that each local academic senate have an Instructional Computing Committee, charged with the tasks of:

- Determining the technology needs of each instructional department;
- Formulating an instructional computing plan for the college based on department needs;
- Establishing procedures for departments to request funding for technology;
- Establishing criteria, approved through the academic senate, for evaluating funding requests;
- Evaluating and ranking department requests; and
- Working with district information systems to see that instructional computing needs are satisfied.

If the Graphic Design Department needs Silicon Graphics workstations, the Art Department needs Macs, and Computer Information Science Department needs personal computers, and each needs the software selected by faculty for purposes of instruction, these choices should not be trumped by an Information Systems Department focused on standardization. Proactive instructional technology planning by the academic senate, and bringing Information Systems Department into the process so they are fully apprised of faculty needs, can prevent such conflicts and result in optimal service to students.

RECOMMENDATIONS TO LOCAL SENATES

The Academic Senate for California Community Colleges recommends that local academic senates exercise their authority under Title 5 §53200(c)(10) to develop institutional planning and budget processes in collegial consultation with their governing boards, this authority being grounded in the recognition that the faculty will ensure that planning and budgeting in our community colleges remains focused on the goal of providing quality instruction to students. The Academic Senate urges local academic senates to incorporate the following principles into their planning and budget processes:

- Planning should drive budgeting, never the reverse;
- Planning should always be for the first-rate, even in the face of second- or third-rate budget allocations;
- Planning, coupled with a critical assessment of successes and failures, is a means of taking conscious control of the process of serving students, and enables the emergence and elaboration of best practices;
- Planning, in an academic context, should be a bottom-up process, that trusts to the expertise of faculty to determine what is needed to serve students most effectively;
- Budget requests should be evaluated in accordance with explicit, detailed criteria that have been agreed to in advance by the affected constituencies;
- Among the criteria for evaluating requests, the requesting department's priority ranking of the

activity for which the request is being made should be given special, positive, consideration;

- The evaluation of budget requests must be perceived as fair and impartial in order to encourage the expression of real needs in the planning process;
- The bulk of the work of planning and budgeting should be done by small, efficient subcommittees. One or two larger "shared governance committees" (either a single planning and budget committee, or two committees, one for planning and one for budgeting) should exist only at the top of the process, and should perform the function of synthesizing the input from the smaller subcommittees;
- The workload of planning and budgeting should be distributed among all committees and subcommittees such that each group has a manageable share of the total work to be done;
- Proposed changes to the institutional master plan should be the result of observing trends and problems reflected in the annual plans of departments;
- The allocation models used in the distribution of general funds and in the funding of augmentation requests should be specified in the written budget processes developed by the governing board in collegial consultation with the academic senate. Variations on the adopted models, when introduced, should be the product of collegial consultation between the academic senate and the board;
- Standards for establishing base budgets of departments should be specified in written budget policy, and should be employed in periodic reviews of base budgets;
- Final recommendations of the planning and budget committee(s) should be reviewed by the academic senate, as well as by other campus constituencies;
- If the academic senate finds that existing planning and budget processes are not issuing in recommendations that result in serving students with an education of the highest possible quality, the academic senate should initiate appropriate changes to existing planning and budget processes;
- Written policy should specify that revision of the planning and budget processes can be initiated by either the governing board or the academic senate;
- Written policy should specify that the college president shall bring back to the planning and budget committee(s) for further discussion any recommendations the president does not intend to pursue;
- Academic senates in multi-college districts should specify in written policy that the district budget allocation formula shall be equitable with respect to each college in the district;
- Multi-college districts should take a "students first" approach to budgeting, such that, when revenues are less than anticipated, the class schedules of the colleges are the last to suffer cuts;
- Centralized services offered by district offices in multi-college districts should be subject to regular review and evaluation by the colleges;
- District-level planning committees should be constrained to initiate only such projects as are of service to, and are desired by, all of the colleges in the district.
- District master plans in multi-college districts should be composed of the master plans of the individual colleges, plus the products of district-level planning;
- Facilities planning should involve extensive interviews with departments, and review and sign-off on the plan by the academic senate, certifying that the proposed plan is a logical product of the specified processes; and
- Local academic senates should have instructional computing committees, which draft the college's instructional computing plan, and which work with district information systems to ensure that faculty are provided with the hardware and software they need to carry on high quality instruction.

ADDENDUM

The following two principles were added by amendment to Resolution 17.01 at the Fall 2001 Plenary Session:

- The academic senate should take responsibility for ensuring that collegewide priorities and programs (such as general education as well as new programs) are addressed in the planning and budget processes; and
- The academic senate that has responsibility for hiring criteria, policies, and processes, should have a principal role in hiring and allocation of FTEF, and primary responsibility for developing priorities for faculty hiring.

Appendix A

Staffing Committee — Committee Member Ranking Form

Committee Member #1

Department: ENG
Department Activity Priority #: 3

	Assigned Weight	Measurement Score	Criteria Scores
Criterion #1	8.00	x2	=0.1600
Criterion #2	20.00	x4	=0.8000
Criterion #3	5.00	x3	=0.1500
Criterion #4	25.00	x4	=1.0000
Criterion #5	16.00	x3	=0.4800
Criterion #6	10.00	x2	=0.2000
Criterion #7	10.00	x2	=0.2000
Criterion #8	6.00	x4	=0.2400
	100.00	Composite Criteria Score:	3.2300

Note that the process involves rating the proposed activity using 8 weighted criteria, and that the evaluator is assigning the proposal a score ("Measurement Score") of 1 to 4 on each criterion. It is assumed that each criterion is clear and precise, has been agreed to by affected constituencies, and that there is an elaboration, for each criterion, of the standards required to receive a score of 4, of 3, and so on.

Scores by individual committee members are combined on a form such as the following:

Staffing Committee — Committee Composite Score Form

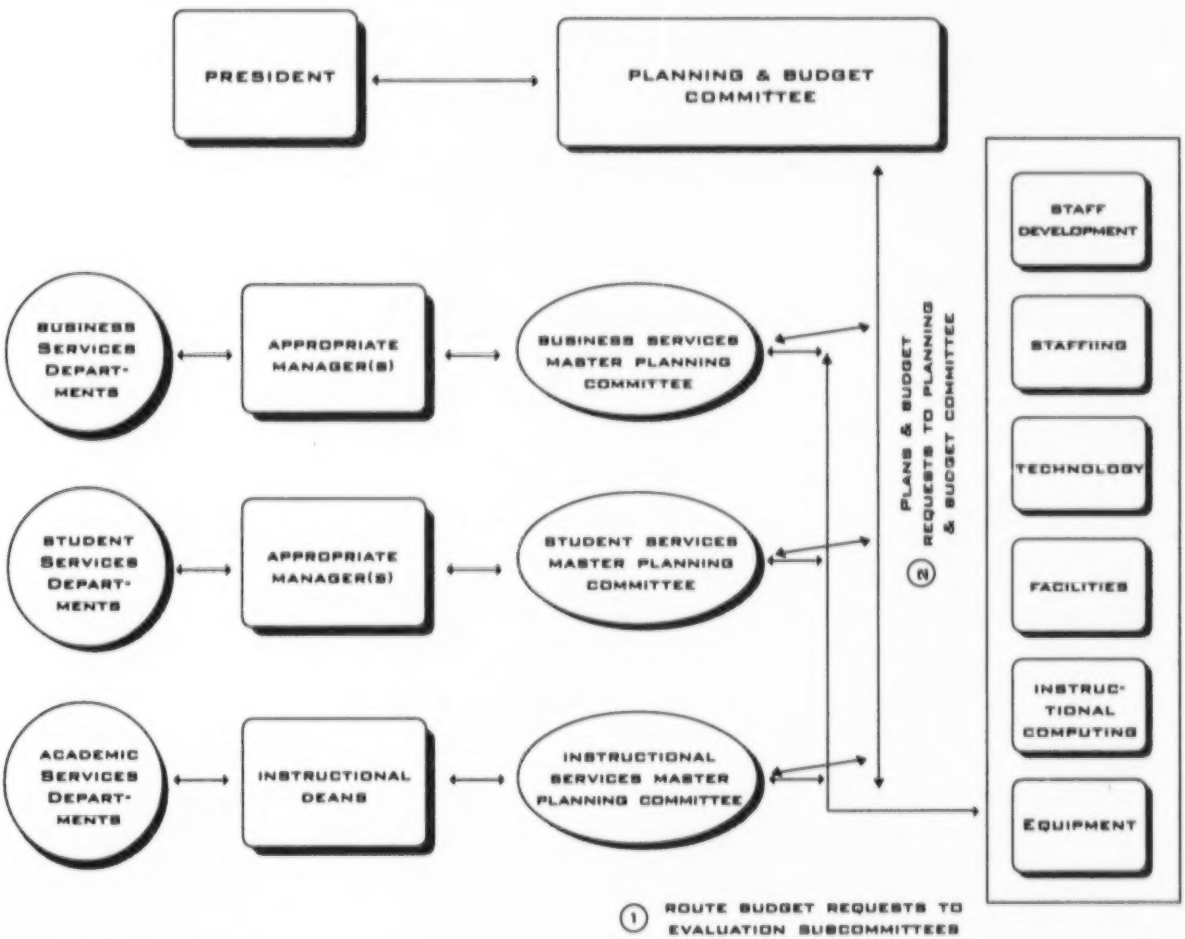
Department: ENG
Department Activity Priority #: 3

	Member 1	Member 2	Member 3	Member 4	Member 5	Member 6
Composite Criteria Scores:	3.23	2.47	4.00	2.60	3.50	2.40

Committee Composite Score: 3.03

APPENDIX B

THE FACULTY ROLE IN PLANNING AND BUDGETING



APPENDIX C

INSTRUCTIONAL SERVICES
MASTER PLANNING COMMITTEE

OVERALL COMPOSITE SCORE FORM

DEPARTMENT ENG
DEPARTMENT ACTIVITY PRIORITY # 3

CATEGORY	INITIAL WEIGHT %	COMMITTEE/ DEPARTMENT COMPOSITE SCORE	MODIFIED WEIGHT %	WEIGHTED COMPOSITE SCORES
DEPARTMENT COMPOSITE SCORE	40.00	3.0000	40.0000	=1.2000
FACILITITES COMPOSITE SCORE	10.00	0.0000	0.0000	=0.0000
STAFFING COMPOSITE SCORE	10.00	3.0300	60.0000	=1.8180
EQUIPMENT ETC COMPOSITE SCORE	10.00	0.0000	0.0000	=0.0000
ICC COMPOSITE SCORE	10.00	0.0000	0.0000	=0.0000
STAFF DEVELOPMENT COMPOSITE SCORE	10.00	0.0000	0.0000	=0.0000
REASSIGNED TIME/SPECIAL PROJ. COMP. SCORE	10.00	0.0000	0.0000	=0.0000
	100.00		100.00	

OVERALL COMPOSITE SCORE: 3.0180

NOTE THAT THIS ACTIVITY WAS ONLY EVALUATED BY THE STAFFING COMMITTEE; THEREFORE, THE CALCULATION OF THE OVERALL COMPOSITE SCORE IS A FUNCTION ONLY OF THE SCORE ASSIGNED BY THE STAFFING COMMITTEE, AND THE SCORE THAT RESULTS FROM THE DEPARTMENT'S RANKING OF THIS PROPOSAL AS ITS THIRD PRIORITY.

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